

**Tier 2 Intervention Protocol**  
**Phonics (letter sounds)- Acquisition**

**Big Five Reading Target:** Phonics (Acquisition)

**Level:** Emergent

**Brief description:** This intervention involves teaching letter sounds by explicit instruction and matching pictures with initial sounds.

**Objective:** Students will accurately demonstrate letter/sound correspondence.

**For Use When:** Students have demonstrated phonemic awareness, but have not mastered letter/sound correspondence. The student should be able to identify initial sounds. For example, the student should be able to tell you that the word “cat” begins with the /k/ sound, but does not know what letter makes that sound.

**Materials:** Lower case letter cards (one for each target letter), picture cards (at least four pictures for each target letter), spinner divided in four with one letter in each section (three known and one unknown).

**Connecting with Daily Core Instruction:**

1. When the class is studying a particular letter/sound, include that letter as a target letter during the intervention.
2. Pictures used can be words the student is working with during class time. For example, if the class is studying transportation, include pictures of a plane, bus, car, train, etc.
2. Pictures can be things the student has seen before in a read aloud or guided reading book. If the class is familiar with a particular alphabet book, you can use pictures that represent the words used in that alphabet book, for example.

**Procedure:**

1. Assess the student’s knowledge of letter sounds using a letter-sound assessment that uses lower-case letters in random order.
2. Select a target letter to teach the student. It is best to start by teaching continuous sounds (a, e, i, o, u, f, l, m, n, r, s, v, z are continuous sounds), before moving on to stop sounds (b, c (pronounced as /k/), d, g, h, j, k, p, q, t, w, x, y are stop sounds). Be sure to include at least one

consonant in the first three letters taught. Also be careful not to teach similar sounds consecutively (eg. m and n, or b and d). It is best to use all lower case letters at this point.

3. Hold up the target letter and say, "This letter is \_\_\_\_ and it makes the \_\_\_\_ sound. What sound does \_\_\_\_ make?" A correct reply is followed with "Good, \_\_\_\_ makes the \_\_\_\_ sound." Start Step 3 again if the student does not make a correct reply within 2 seconds.
4. Give the student three picture cards, one of which pictures something that starts with the target letter. Say, "This is a picture of a \_\_\_\_\_. This is a \_\_\_\_\_, and this is a \_\_\_\_\_. Which one of these things starts with the letter \_\_\_\_\_ (target letter)?" If correct, say, "Good. \_\_\_\_\_ starts with the letter \_\_\_\_\_ because it starts with the \_\_\_\_\_ sound." If incorrect, say, "No, \_\_\_\_\_ does not start with the \_\_\_\_\_ sound, so it doesn't start with the letter \_\_\_\_\_. \_\_\_\_\_ starts with the \_\_\_\_\_ sound, so it does start with the letter \_\_\_\_\_. So, which one starts with the letter \_\_\_\_\_? Good."
5. Have the student think of another word that starts with the target letter. If the student cannot think of a word, give an example of another familiar object that starts with the word. Then ask the student again to try to think of a word that begins with the letter. Continue to provide support as needed.
6. Choose three other letters the student already knows. Remind the student of these letters and sounds. "What letter is this? Good, and what sound does it make? Good, \_\_\_\_ makes the \_\_\_\_ sound."
7. Divide a spinner into four parts, and label each part with one letter (three known letters and the target letter). Put the pictures on the table face up. Have the student name each picture to make sure he knows the words. Discard pictures he does not know.
8. **MODEL (I DO):** Spin the spinner and say the letter and the sound that it lands on. "That letter is \_\_\_\_\_ and it makes the \_\_\_\_\_ sound. I'm going to look for a picture that starts with the \_\_\_\_\_ sound. Here. \_\_\_\_\_ starts with the \_\_\_\_\_ sound." Take the picture and put it next to you.
9. **GUIDED PRACTICE (WE DO):** Let's try one together. You can spin the spinner. Good. What letter is that? Good, that letter is \_\_\_\_\_. (Or, "No, that letter is \_\_\_\_\_. What letter is that? Good.") What sound does it make? Good, \_\_\_\_ makes the \_\_\_\_\_ sound. (Or, "No, \_\_\_\_\_ makes the \_\_\_\_\_ sound. What sound does it make? Good.") You can keep that picture next to you."

10. Do another word together if necessary. **“Good. Let’s try another one.”** Follow the prompts in Step 9 again.
11. **INDEPENDENT PRACTICE (YOU DO):** Continue to play the game with the student, taking turns.  
The student must say the letter and sound every time he spins, as well as the name of the picture. This should not be a silent activity! On your turns, continue to “think aloud”. If the spinner lands on a letter for which there are no more picture cards, the player must pass. If the student makes a mistake, provide corrective feedback. Otherwise, assist only when needed.  
Continue until all the cards are gone. The “winner” is the one with the most picture cards at the end.

**What if I don’t see progress:**

1. Be sure to choose pictures with which the student is familiar.
2. Work on only continuous letters sounds until the student has mastered these.
3. Model more words.
4. Be certain that errors are corrected immediately, and that correct responses receive positive feedback.
5. Be sure to say the letter name and sound as often as you can during this intervention.

**What if there are behavior problems:**

1. Remind the student that this activity will make him/her a better reader.
2. Be explicit about stating what constitutes good behavior. Review what it means to be a good listener. Review what it means to play a game nicely with someone else.
2. Give the student points or stars for good behavior each day. Talk with the teacher about these points adding up to more free time, a positive note home to the parent, a small prize, etc. You may need to start with smaller units of time at first (positive behavior for five minutes), and then gradually increase.

### **References:**

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Joseph, L. M. (2000). Developing first graders' phonemic awareness, word identification, and spelling: A comparison of two contemporary phonic instructional approaches. *Reading Research and Instruction, 39*, 160-169.

### **For more information:**

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